



## Chhattis Garh As An Education Destination

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"Education is the liberation force and in our age it is also a democratizing force, cutting across the barriers of caste and class, something out inequalities imposed by birth and other circumstances." "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Among the seven fundamental rights one is cultural and educational right. Rights liberally means those freedoms which are essential for personal good as well as the good of the community. The ability to read and write has long been served as a simple and easily understood criteria of educational progress for individual, community or nation, indeed for the whole human family. Over a billion people live on this planet remain untouched by learning, trapped in an endless cycle of poverty and several kinds of diseases. The total number of adult illiterates in the world, according to UNESCO, its most recent estimates, is 880 million and the number is now falling. The proportion of all young people in the world between the ages of 6 and 23 enrolled in formal education passed 65%.

Although primary schooling for children is compulsory in most countries, some 120 million children or 50% of the school-age population, are excluded from the ambit of primary education. Most are in South Asia and Sub-Saharan Africa. The missing children are heavily concentrated in rural communities and in urban slums. A high percentage of them are girls. They also include boys forced into labour at a very young age and exploited ruthlessly. The excluded children mostly belong to population groups outside mainstream of society—refugees, nomads, or gypsies, tribals and indigenous peoples, victims of natural or man-made disasters or even religious minority groups. Often marginalized by language, life-style and culture or ostracized for their religious or ethical beliefs and faiths, they are deprived of their basic human rights—the right to education. A comparison between the time-frames of Jomtien and Dakar tells us that there is only 4% overall reduction in out-of-school children. If no special efforts are made, projections indicate that at the end of 2010, we will still have close to 100 million out-of-

-school children. Today, fertility rates are showing a downward trend mostly because of the increasing education level of women.

In India, for example, where total population is increasing annually by 1.9% as against 2.2% a decade ago, the number of children who need a place in school is growing by only 1.9% per year. In Indian constitution it is mentioned that all the children upto the age of 14 years should get free and compulsory education. But the age group is limited to 6-14 years, so the children between 0-6 years are not included. 'Sarva Shiksha Abhiyan' run by government covers upto class V only. After this govt is least concerned for their further education, although govt spends a huge amount for this project. But due to unaccessibility the children drop out from school and leave study.

So the govt must amend the law for education and the age group for compulsory education must be 0-14 years. Otherwise some of the children among the 0-6 years will die and some will be engaged in some work. The poor parents, in fact want their children to work and earn money for them, and it is very tragic that in India, there is no such schools for such working children. In 1993 Supreme court in Unnikrishnan judgement talks of free and compulsory education. In 2002, NDA regime passes 86th constitutional amendment promising free and compulsory education to children aged 6-14. From a directive principle, education becomes a fundamental right. 2004-09- UPA-I sets up two high powered committees to work out the cost of implementing Right to Education Bill. Dec 2008- Bill gets introduced in Rajyasabha. Aug 2009- Parliament passes RTE Bill. Total cost of implementation for five years estimated at Rs. 1.71 lakh crore. More than 7 years after the Constitution was amended in 2002 to make education free and compulsory to children aged 6-14 years a fundamental right and over four months after the historic Right to Education Bill was passed in Parliament, both the legislations are yet to be notified.

HRD minister Kapil Sibal has been saying the face of education will change completely RTE Act. But in fact the objective will remain a distant dream so long as the ideas of the legislation lack any legal teeth.

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Without notification the different reforms laid down by the act cannot be placed such as maintaining a teacher- student ratio of 1:30.or implementing examination reforms to free the child from examination trauma.

The outcome of a national conference held on 25&26 Aug.06 on 'Eradication of Child labour and Education',says that 'Education is on heavy demand. The poor parents are mainly sacrifices as they realizes that education is the one and only means to earn respect or status in the society.' Whereas it is also accepted by the important post holders in the society that "poors do not send their children to school due to poverty." ,this may be a pre-determined or biased notion. Chhattisgarh state came into existence on Nov.2000. The educational development is not very remarkable but the state is committed to spread knowledge and freedom of thought among its people. The year 2008 had been celebrated as the year of education to promote higher education as well as education at school level. According to the census 2001,a literate person is one who is more than 6 years of age and can read and write any language with conception.(1961-81,0-4 years age was considered.)

Literacy rate in Chhattisgarh is 65.18% in 2001. It is close to national figure of 65.38% .In 1991-Literacy rate was 42.1%earlier,which has increased with the passage of time. In 1991 excluding 0-6 years age, the children considered illiterate was 16.68%. The mail literacy rate in Chhattisgarh is 77. 86% compared to national-75.85%. Female literacy rate-52.40% compared to is national-54.16%. The comparative literacy chart shows that Chhattisgarh state would reach the national level nearly after 50 years. In Chhattisgarh a regular growth of 30% in literacy rate has been recorded from 1961-1991. According to 2001 census, male literacy rate has increased by 25% and female literacy rate has increased by 98%. The highest literate district of Chhattisgarh is Rajnandgaon-77.58%. Next is Drug with 75.84% literate. Lowest in Dantewara with 30.01%. To promote literacy many schemes are being adopted by the government like- Shiksha Guarantee Programme, Mid-Day Meal, Padhna-badhna etc.

#### **SOME SCHEMES ADOPTED BY GOVT:**

:Free of cost bicycle has been given to ST, SC and poor girl students. Free books ,dresses and school

bags to all poor students. :Selected SC-ST students got Rs.1 lkh grant for air-hostess training .Rs.15 lakh has been granted to the boys of OBC group for pilot training. :An arrangement has been made for giving standard education to rural students in costly public schools named" Adim Jaati Utkarsh vidyarthi Yojna".It is made compulsory for the public schools to give admission to 25% local poor children of their area. :One lakh 75 thousand Higher secondary girls students have been provided vocational training free of cost. :Women's college in every district is the motto of the govt. to promote education among women. : Private Universities are being entertained in the state so that the candidates can avail good education in the state itself and need not go out of the state. Besides adopting these ways some are being adopted to develop the standard of higher education also.

**CONCLUSION & SUGGESTIONS:** This paper finds out that as the state government is undertaking so many schemes to improve the field of education and provide education to maximum population of Chhattisgarh state, after completing 8 years of its foundation, it has tried and achieved to some extent which is not negligible. There is obviously scope for further development .The Government should encourage the concept of "Mobile Libraries ",conceived by Mr. D.N.Sharma,state convenor,Janshala Programme-Chhattisgarh.It has been implemented in the slum areas of the industrial town,where people do not have the capacity to buy books to other rural or tribal areas also. The dropout children or the vagabond children roaming around station or in localities collecting garbage can be given education through laptops as tried by one NGO in Jamshedpur .This may attract those who want to keep away from studies. Children should be given vocational training rather than putting stress on theoretical education and acquiring degrees only.Because,it is often seen that after acquiring degrees from schools and colleges, the youth neither help in their parental occupation nor like to join any ordinary job. They wish to join high profile jobs with handsome packages even though they do not have the required skill. This further affects the society adversely.

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